



Behaviour & Reward Policy

Reviewed	Autumn 2019
Signed	
Date of next Review	Autumn 2022

BEHAVIOUR & REWARD POLICY

We acknowledge pupils are not going to be well behaved at all times, but as a school we have a zero tolerance approach towards inappropriate behaviour.

We believe that every young person has the right to be safe. It is everyone's responsibility to watch for early signs of distress, deterioration of learning and wellbeing, isolation and erratic behaviour.

We encourage an open culture St Mary's Church in Wales School where everyone within the organisation has responsibility for reporting and recording incidents of misbehaviour. We promise that every reported incident will be taken seriously and appropriate action taken with those involved.

1. Statement of Intent

Our School believes that:

- Inappropriate behaviour is undesirable and unacceptable.
- Inappropriate behaviour is a problem to which we all have a role to play in dealing with it.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- Children and young people should talk to an adult if they are worried about misbehaviour and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from misbehaviour.

2. Aims and Objectives

The Aims of our Behaviour & Reward Policy are:

- To enable everyone to feel safe while at St Mary's Church in Wales School and encourage staff/pupils/children/young people to report incidents of misbehaviour.
- To deal with each incident of inappropriate behaviour as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of inappropriate behaviour.
- To support and protect victims of inappropriate behaviour and ensure they are listened to. **In accordance with the UN Conventions Rights of the Child. Your child will have the right to say what they think should happen and be listened to.**

- To help and support children/young people behaving inappropriately to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce inappropriate behaviour.

As a school we are a Rights Respecting School and recognize the importance of children's rights. We regularly remind the children of the articles of the 'UN Convention Rights of the Child'. Pupils are reminded of the importance of these rights and the consequences for infringement of these rights in order to establish an effective behaviour ethos at our school based on self discipline.

The Objectives of our Behaviour & Reward Policy are:

- Our whole community is fully aware of the St Mary's Church in Wales School Behaviour & Reward Policy.
- To maintain and develop effective listening of children, young people and staff within St Mary's Church in Wales School.
- To promote positive behaviour strategies and reward pupils for good behaviour.
- To encourage parents to support the school policy and reinforce messages with regard good behaviour or inappropriate behaviour
- To involve all staff in dealing with incidents of inappropriate behaviour effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of inappropriate behaviour.
- To involve the wider school/setting community (e.g. midday supervisors, all staff & volunteers) in dealing effectively with, and if necessary referring, incidents of inappropriate behaviour.
- To communicate with parents and the wider school/setting community effectively on the subject of behaviour.
- To acknowledge the key role of every staff member in dealing with incidents of inappropriate behaviour.
- To ensure that inappropriate behaviour is recorded and use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations.
- To recognise the fact that all our pupils are different and may have additional learning needs or ACES that requires a more flexible approach or a range of different strategies to meet their needs.

3. Practices and Procedures

a. What we do to Promote Good Behaviour

Everyone involved in the life of St Mary's Church in Wales School must take responsibility for promoting a common approach to behaviour. All stakeholders have agreed to:

- Be supportive of each other
- Provide positive role models
- Convey a clear understanding that we disapprove of unacceptable behaviour
- Be clear that we all follow the ground-rules of St Mary's Church in Wales School
- Be fully involved in the development of the Behaviour & Reward Policy and support approaches to reduce inappropriate behaviour
- Support each other in the implementation of this policy

b. Positive Behaviour Management

All staff and adults within the school are strongly encouraged to promote positive behaviour management with all pupils.

- Pupils are expected to behave responsibly at all times and we look to 'catch children being good'. Such behaviour is rewarded in a variety of ways e.g. stickers, team points (in some classes recorded on an dojo app), certificates, class rewards. The children are taught very specific rules so that they know exactly what is expected of them. If they choose to break the rules, they undertake a series of sanctions designed to deter such behaviour. The aim is to help children to understand that they alone are responsible for their behaviour choices. Your child could be asked to spend time in the designated 'Reflection Area' to consider their actions or behaviour to reflect upon the rights that have been infringed and comment on future actions or behaviours in accordance with the UN Conventions Rights of the Child.

Staff and adults need to put strategies in place to promote positive behaviour.

- Your child will be taught to appreciate and recognise the UN Conventions Rights of the Child and will be asked to adhere to agreed Class Charters and article principles.
- Negotiate class rules with your class.
- Ensure that rules are specific and that the children clearly understand what they mean.
- Ensure children understand the rules and can see them, along with sanctions and reward system.
- Constantly look to catch children being good and coach towards success – this is on-going.
- Negotiate class rewards and ensure that children are able to achieve these on a regular basis.
- Use sanctions consistently.
- Use the reward system to raise the self-esteem of poorly behaved pupils.

As a school we are committed to promoting these strategies because we feel that:-

- All children know what behaviour is acceptable and expected of them.
- Good behaviour is promoted and celebrated.
- All children are dealt with consistently if they choose not to follow the rules.

c. Other Strategies to Prevent Inappropriate Behaviour

- **Working with parents and carers** to promote good behaviour and to establish a partnership whereby parents feel able to come into school to discuss matters of concern with staff.
- **The Use of Pupil Voice** helps inform school processes and in the development of strategies. There are a range of pupil voice groups make valuable suggestions to school events and activities e.g. school menu, how money raised can be used to make playtimes more fun. They regularly carry out questionnaires to ascertain needs and to improve provision for pupils. Playleaders support pupils at breaktimes in the Green Room, so pupils who find playtimes challenging can use this room. Playpals support pupils on the playgrounds with playing games and developing friendships.
- **Assertive Discipline** techniques are used by all staff in school in order to promote positive behaviour, to consistently deal with unacceptable behaviour, and to help pupils recognise that they alone are responsible for their own behaviour.
- **Whole School Assemblies** regularly focus on promoting good behaviour and identifying issues that might arise in the school environment. During anti-bullying week, associated issues are discussed and pupils are encouraged to confront challenging situations and the need to make the right choices. These issues are also reinforced through appropriate Circle Time and PSD activities in classes.
- **The Christian ethos of the school** encourages pupils to be aware of their uniqueness and to have confidence in themselves and their own abilities or talents. As a Church in Wales School we firmly believe that everybody should be valued and treated with respect.
- **Values Education** – as a school we have identified 16 core values aligned against the 4 purposes of the new curriculum and are the basis for activities in RE lessons, assemblies, pupil evaluation of learning, teacher planning and other activities. These 16 core values are a fundamental part of school life.

4. School Reward System

The school implements a reward system across the school to promote positive behaviour towards each other and towards their learning. The reward system is based upon pupils gaining individual points that are also added towards a team total.

Points can be awarded for:

- Good behaviour
- Quality of work
- Attitude
- Effort
- Kindness

Classes will implement their individual weekly reward. Half termly the school awards a trophy to the pupil from each class who it is believed has made the most significant contribution or improvement to class life.

The school weekly achievement assembly is used to highlight special achievements in and out of school. Pupils who have shown particular aptitude during the week are given an achievement sticker and certificate.

The house teams will also be an ongoing aggregated score so that individual points and events e.g. Eisteddfod, Sports Day throughout the year contribute to the team points. The house team points will be collected on a weekly basis.

5. Anti-Bullying

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of status or other gratification to the bully.

Bullying is meant to hurt. It is deliberate. It is usually repeated over a period of time, although it can be a single unresolved frightening incident which casts a shadow over a child's happiness or security.

At St Mary's Church in Wales School, no form of bullying will be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. We have put into place a variety of strategies and actions aimed at positively deterring unacceptable behaviour and/or bullying. **Please refer to the Anti-Bullying Policy for full information.**

6. Role of Staff in Managing Behaviour

All members of the school community are expected to report incidents of inappropriate behaviour.

All Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teacher discusses the school rules with each class. In addition, each class also has its own 'Class Charter' which is made considering the UN Conventions articles on the rights of the child. The Charter is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class appropriately.

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school/setting policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of behaviour through activities, stories, role-play, discussion, peer support, school/children's council, PSHE etc.
- Through the head teacher/senior staff member, keep the governing body well informed regarding issues concerning behaviour management
- The Headteacher is responsible for the monitoring of the policy

7. Role of Governors

Governors have a duty to:

- Be fully informed on matters concerning serious inappropriate behaviour
- Regularly monitor incident reports of serious inappropriate behaviour and actions taken to be aware of the effectiveness of this policy
- Identify one governor to lead on anti-bullying & behaviour within school leadership – the Chair of the Governing Body

8. Reacting to a Specific Incident

In nearly all cases of inappropriate behaviour, a member of staff will deal with the incident concerned and administer the appropriate sanction depending on the stage the pupil is at on the Formal School Process (3 Stages – please see appendix 3):

- A verbal warning by a member of staff
- A verbal warning by the Headteacher or Deputy Headteacher
- Loss of playtimes or other times regarded as treats for pupils e.g. Golden Time, School Parties. The Green Room at lunchtime is also to be used to allow pupils who are to miss playtimes to complete extra work e.g. spellings, reading or homework.
- Communication with parents (letter or phone call) informing them of the incident and requesting that they come into school to discuss the problem and ways to move forward and to improve the situation.
- If the problem is persistent, this may include the implementation of a Pastoral Support Plan, with or without support from outside agencies in conjunction with the school ALNCo.
- Regular reviews of progress, involving parents and support agencies where appropriate.
- Other strategies to be considered e.g. restorative approach, mediation, internal exclusion
- In particularly severe or persistent cases, the Headteacher may exclude a pupil for up to 5 days without consulting the Governing Body.
- Permanent exclusion after consultation with the Governing Body and the LEA. Parents have the right to appeal to the Governing Body against any decision

to exclude. (*Exclusion of pupils will be in line with the Blaenau-Gwent Exclusion Guidance*)

9. Safeguarding

Safeguarding procedures will be followed when child protection concerns arise.

10. Physical Restraint

Please refer to the Physical Restraint Policy.

11. Strategic Equalities Plan

When implementing this policy, the school are very much aware that each pupil will have their own set of characteristics and needs. Through effective communication with all parties concerned, the school will always take account of gender, race, religion, culture, disability and educational needs when implementing this policy.

12. Review of policy

In line with all policies, this policy will be reviewed after 2 years – deadline: Autumn 2018

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers, governors, and people from other organisations involved with the life of (inc. before/after-school clubs, transport staff etc.).

13. Conclusion

Through the development and implementation of this policy, St Mary's Church in Wales School trusts that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make the school a safe and secure environment
- Know who can be contacted if they have any concerns about inappropriate behaviour
- Feel supported in reporting incidents of inappropriate behaviour
- Be reassured that action regarding inappropriate behaviour will take place

Appendix 1 – Supporting Parents

STRATEGIES FOR PARENTS

Useful approaches include:

- Regular consultation and communication
- Advising parents of possible consequences of inappropriate behaviour
- Putting on a drama to which parents are invited – an existing play, such as “Only Playing, Miss”, or one based on the pupils’ own experiences (developed from role-play in drama classes, or survey examples)

Parents can also be kept informed through:

- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website

Talking to teachers about behaviour:

- Try to stay calm
- Be as specific as possible about what your child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child at school
- Stay in touch with the school

If your concerns are not being addressed:

- Check the school Behaviour & Reward Policy to see if agreed procedures are being followed
- Make an appointment to meet the head teacher
- If this does not help, write to the Chair of Governors explaining your concerns
- Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- Contact local or national parent support groups for advice

Appendix 2 – Supporting Pupils

Clear details should be given about a range of ways for pupils to report inappropriate behaviour, including important indirect ways, and information about support for both victims and perpetrators.

As a “Telling-School” victims of inappropriate behaviour have 6 potential routes to voice their concerns:

- Friends/Peers
- School Council
- Classteacher
- Another member of staff
- Member of the Senior Leadership Team
- Parents

If all efforts fail to help pupils stop inappropriate behaviour or bullying, schools will need to take tougher action. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. A possible graduated approach suggested by Suckling and Temple in their publication “Bullying: a whole school approach” (Jessica Kingsley, 2001) is as follows:

- Logical consequences. Students need to be made aware that their behaviour is related to an outcome, and has consequences for themselves and others.
- Time-out. Removing the student from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often a solution
- Denial of privileges, with the opportunity to redeem one’s self
- Individual student management plan [ref: pastoral support programme]
- Parental involvement
- Counselling
- Removal of bully away from the victim (e.g. into another class)

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately.

Appendix 3 – The Formal Process

Stage 1

- Child reports to head teacher
- Apology to victim – verbal – written
- Child is counselled by class teacher (and ALNCo/Headteacher if necessary)
- Possible loss of privileges
- Parents may be informed

Stage 2

- Class teacher/ALNCo controlled (Headteacher)
- Child is given notice that their inappropriate behaviour is being recorded.
- Record is begun containing Date and Description of incident
- Headteacher/Class teacher and ALNCo counsel child informally
- Parents are involved in counselling
- Collect evidence and in consultation with parents decide if child has an Additional Learning Need (IDP) or development of Pastoral Support Plan (PSP) – in some cases both
- Access to Stage 3. Code of Practice is implemented.

Stage 3

- Head teacher Control
- Head teacher/Outside Agency/ALNCo implement strategies to correct behaviour
- Parents work in tandem with school
- Chair of Governors is informed and a meeting of all concerned takes place as soon as possible.
- Suspension and/or exclusion may be considered

School Council Policy Review/Audit

At St. Mary's Primary School, we are a Rights Respecting School and understand the importance of children's involvement in all aspects of decision making at our school. We regularly remind the children of the principles outlined in the UN convention of the Rights of the Child.

Article 12 (Respect for the views of the child): *When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.*

- At our school, the School Council are given time to consider School Policies. Pupils have the opportunity to be actively involved in any amendments to policies and procedures decided.
- The policies details are discussed using 'child friendly' vocabulary at the meetings and the information is clarified to a point of understanding.
- The Grand School Council Members, usually from Year 6 are asked to sign the policy following discussion.
- At the end of the meeting, this form is used to make comments if required.
- The points raised by the School Council are considered by the Head Teacher and Governing Body of the school before the policy is signed and put into place.

Policy:
Comments (if required):
Signed:
Grand School Council Member:
Signed:
Grand School Council Member: